DOCUMENT RESUME

ED 228 612 CS 007 061

AUTHOR Stockton, Dorothy
TITLE Junior High Students' Self-Selection of Recreational Reading Books as Measured by the Cloze Procedure.
PUB DATE 82
NOTE 59p.; M.A. Thesis, University of Georgia.
PUB TYPE Reports - Research/Technical (143) -- Dissertations/Theses - Master Theses (042)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Aptitude; Cloze Procedure; Comparative Analysis; *High Achievement; Junior High Schools; Junior High School Students; *Low Achievement; Reading Difficulties; *Reading Interests; *Reading Material Selection; *Reading Research; Reading Skills; *Recreational Reading

ABSTRACT

To compare the self-selection book choices of low achieving junior high school students with those of high achieving students, Title I (low achieving) and honor roll (high achieving) students chose books from the library and were given a cloze test based upon the book chosen before reading it. A cloze score of less than 37% determined that a student had chosen a book at frustration level (level at which a reader recognizes 90% of the words or less or makes less than 50% on a comprehension test). Results showed that low achieving students tended to choose books at their frustration level. The Title I students apparently took books off the shelves with little consideration of their ability to read them. Probably, when they did try to read, they could not understand the book so they put it down. In these instances, reading skills were not developed, but negative attitudes toward reading were. Honor Roll students chose books they could read. Probably, their reading skills were enhanced by reading such books. Thus, skilled readers became more skilled. Appendixes contain copies of the cloze tests, verbal instructions to students, and source books for cloze passages. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED228612

JUNIOR HIGH STUDENTS' SELF-SELECTION OF RECREATIONAL READING BOOKS AS MEASURED BY THE CLOZE PROCEDURE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

by

DOROTHY STOCKTON

B.S., University of Texas, 1950

A Thesis Submitted to the Graduate Faculty
of the University of Georgia in Partial Fulfillment
of the
Requirements for the Degree

MASTER OF ARTS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dorothy Stockton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ATHENS, GEORGIA

1982

CS007061

JUNIOR HIGH STUDENTS' SELF-SELECTION OF RECREATIONAL READING BOOKS AS MEASURED BY THE CLOZE PROCEDURE

by

DOROTHY STOCKTON

Approved:

George E. Mason Date 10/14/82
Major Professor

[illegible] Date [illegible]
Chairman, Reading Committee

Approved:

John Dowling
Graduate Dean

November 22, 1982
Date

ACKNOWLEDGEMENTS

I am most grateful to my major professor, Dr. George Mason, whose encouragement and advice made this thesis possible.

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		iii
LIST OF TABLES		vi
LIST OF FIGURES		vii
CHAPTER		
1	INTRODUCTION TO THE PROBLEM	1
	Purpose and Hypotheses	3
	Definition of Terms	3
	Limitations	4
	Summary	7
2	REVIEW OF RELATED LITERATURE	8
	Self-Selection	8
	Research on Self-Selection	11
	Cloze Procedure	12
	Summary	17
3	HYPOTHESES AND PROCEDURES	19
	Procedures	19
	Subjects	19
	Instrumentation	20
	Collection of Data	23
	Analysis of Data	23
	Summary	24

TABLE OF CONTENTS (Continued)

CHAPTER		Page
4	RESULTS AND DISCUSSION	25
	Results	25
	Discussion	27
	Summary	28
5	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	31
	Summary and Conclusions	31
	Recommendations	32
BIBLIOGRAPHY		34
APPENDICES		38
A	Sample of Cloze Test	39
B	Verbal Instructions to Students	42
C	Source Books for Cloze Passages with Data for Students	47

LIST OF TABLES

TABLE		Page
1	Cloze Test Score Equivalents for Two Levels of Comprehension in Eight Investigations	5
2	Distribution of Subjects by Grade and Sex	21

LIST OF FIGURES

FIGURE		Page
1	Plot of Cloze Test Results for Title I and Honor Roll Students	28
2	Curves of Estimated Proportion of Students' Cloze Test Scores	29

Chapter 1

INTRODUCTION TO THE PROBLEM

Children's interests provide strong motives for learning. Self-selection is the key to using that interest. When children choose books for themselves, that act of self-expression can have a powerful influence on attitudes toward reading and the meaning that will be derived from the reading experience itself. Students will learn to read better and love it more when they choose their own books (West, 1964).

Today's students can choose books from libraries filled with books on every conceivable subject and so imaginatively produced they offer a built-in motivational factor. Most every child in the United States has access to a wealth of authors and information for all grade levels. Schools and libraries are treasure houses full of entertainment and facts. All a child need do is choose.

Some students choose many books and read voluminously. As we learn to swim by swimming, so we learn to read by reading. These students tend develop a large vocabulary, read fast, and enjoy reading.

Some students choose few books and seldom read. If nothing succeeds like success, so nothing fails like failure. The vocabulary of these students is limited to words they hear. They read slowly and find books boring. They choose not to read and their reading skills remain undeveloped.

What has gone wrong? Have these students chosen books uninteresting to them? Or, have they chosen interesting books which are too difficult for them to read? Or, have they made both mistakes in choosing books?

Veatch (1963), a strong advocate of individualized reading programs, slides over the problem with one sentence "It (i.e. the problem of readiness) is gone simply because children are ready for their own choices" (p. 38). But the two studies on self-selection which were found seem to indicate otherwise. Breen's (1968) subjects were second and fifth graders. His major conclusion was that over 50 percent of the students in the individualized reading program did not select books on their instructional level. In the other study Ferguson (1978) used a heterogenously grouped sixth grade to examine the self-selection of library books. One of her major conclusions was that there was a highly significant difference between high and low achievers in the difficulty level of books selected. The high achievers consistently selected books at independent levels while low achievers fluctuated, choosing books between their frustration level and instructional level.

Both of these studies used heterogenously grouped elementary students. Both found low achieving students did not select books wisely. Apparently, no one has investigated the choices of books by junior high students. Perhaps their added years of schooling have improved their ability to choose books they can read. On the other hand, maybe low achieving junior high students' choices of books are no more appropriate than those of younger children. The self-selection book choices of low achieving junior high students seems to warrant investigation.

Purpose and Hypotheses

The purpose of this study was to determine the appropriateness of the recreational reading choices of Title I junior high students as compared with the choices of Honor Roll students from the same school. To clarify this purpose, two hypotheses will be stated.

Hypothesis #1:

> At least two-thirds of the Title I students will choose books at their frustration level.

Hypothesis #2:

> At least two-thirds of the Honor Roll students will not choose books at their frustration level.

Definition of Terms

The following operational terms are provided for the purpose of this investigation.

Cloze procedure - A standard procedure for determining a person's reading level. The first sentence is left intact. The next 250 words have every fifth word replaced by a blank line. If the fifth word is a proper noun or number, the next allowable word is deleted and the count begun again (Taylor, 1972). The student uses the clues of the given words to replace the deleted ones. Only exact replacements (but not exact spellings) are counted as correct.

Frustration level - According to Betts (1946), a student reading at the frustration level recognizes 90 percent of the words or less or makes less than 50 percent on a comprehension test. For this study, a cloze score of less than 37 percent indicates frustration level. This is the

cutoff score Ferguson (1978) used in her study and it is consistent with the research reported in Table 1.

Non-frustration level - This category combines Betts' instructional and independent reading levels for the sake of clarity. A non-frustration reading level indicates a student recognizes more than 90 percent of the words and can answer more than 75 percent of the comprehension questions based on that passage. For the purposes of this study, a cloze score greater than 37 percent indicates either independent or instructional reading levels.

Honor Roll student - Student who made 3.25 or better grade point average (A = 4) at mid-semester.

Title I student - Student in the Title I Lab because scores on a standardized reading test indicated a reading level one and one-half or more grades below grade level, and the student chose Lab instead of Social Studies.

Recreational reading book - Book freely chosen from the library.

Limitations

A careful delineation of the limitations of a research study actually involves nothing less than a discussion of the factors in the study which make it unique. Such a discussion looks two ways at once, since the outlining of the limitations of the study is also an outlining of the valid extensions.

1. Library books:

   The Helena Junior High Library is a modern facility with about 13,000 books. Although subjects had their free choice of all books, according to the librarians, the library is

Table 1

Cloze Test Score Equivalents for Two Levels of Comprehension in Eight Investigations

Researcher (Date)	Cloze Test Score: 75 Percent Comprehension Equivalent	Cloze Test Score: 90 Percent Comprehension Equivalent	Test Correlated With
Bormuth (1967)	38	50	Bormuth's Silent Multiple Choice
Bormuth (1968)	44	57	Gray's Oral
Alexander (1968)	47	61	IRI
Rankin and Culhane (1969)	41	61	Multiple Choice Comprehension
Wiechelman (1972)	44	57	IRI
O'Brien (1973)	40	60	Standard Reading Inventory Stanford Achievement Test
Nolan (1978)	30	54	IRI
Jones and Pikulski (1979)	39	45	IRI on Social Studies
	34	39	IRI on Science

somewhat deficient in high-interest/low-vocabulary titles. This deficiency may have contributed to a preponderance of too-difficult selections by Title I students. Further, giving directions to Honor Roll students providing the opportunity for taking the cloze test sooner by choosing a book from the set already chosen by the Title I students may have affected their book choices.

2. Cloze procedure:

The cloze test was prepared by standard directions. That is, a page was chosen at random. Starting with a paragraph, the first sentence was left intact. Then, every fifth word was replaced by a blank of standard length. If the word was a proper noun or number, the next allowable word was deleted and the count begun again (Taylor, 1972). After 50 such deletions, the remaining portion of that sentence and the entire next sentence was left intact. Contractions and hyphenated words were treated as one word. Since every possible deletion pattern was not employed, it is possible that the particular deletion pattern influenced subjects' scores.

3. The student's task:

The student's task was to replace the exact word deleted. Minor spelling errors were allowed. That is, the researcher accepted the student's indication of the word intended. Both groups of students had about an hour to take the test, but the Title I students usually finished in time to aid the Title I teachers who scored all the tests. The Honor Roll students worked up till the bell and returned later to help score. It

is possible that if the Title I students had worked as long and as hard as the Honor Roll students, their scores would have been higher.

4. Subjects:

The fact that the Honor Roll students took the cloze test about two months later than the Title I students may have influenced differences in the scores earned by members of the two groups.

Summary

This chapter has provided a brief overview of the study which will be described in greater detail in the four chapters which follow. The purpose and rationale for the study have been discussed. The study's two hypotheses have been stated. Terms given special meaning in the context of the study have been defined. Finally, the limitations of the study have been noted.

Chapter 2 will provide a more extensive and intensive review of research relevant to the study. Chapter 3 gives a detailed description of the cloze tests and procedures used in the study. Chapter 4 delineates a detailed analysis of the data. Chapter 5 gives a summary, a discussion of the findings, and a set of recommendations based on the results.

Chapter 2

REVIEW OF RELATED LITERATURE

The review of related literature will focus on three topics: 1) representative statements about self-selection, 2) research related to self-selection, and 3) research about the cloze procedure.

Self-Selection

Seeking, self-selection, and pacing have been the key words of individualized reading instruction ever since Willard Olson first encouraged the concept. Olson (1959) described seeking as ch ldren's natural exploration of the environment. Children seek experiences consistent with their maturity and own special needs. Self-selection, then, is incorporating these experiences by choice. For example, in the area of nutrition, Olson reports that even infants have shown great ability to regulate the amount and timing of food intake to harmonize with their needs. Thus, applying this theory to reading, if children are turned loose in a stimulating environment, each child will tend to react according to needs. The more mature child will spend time with books while the less mature will ignore them. Pacing refers to the rate and amount of materials provided by the adults. These materials must provide a wide range of subjects at all levels of difficulties to ensure both success and challenge.

Self-selection of reading materials is the key to individualized reading. Thompson (1956) reports self-selection uses the seeking tendencies of children to best advance their competence in skills, attitudes, and information.

There are three main responses of teachers to student's ability to wisely choose books in this self-selection process:

1. Total acceptance without question that all children can, will and do select books at their reading level.
2. Belief that all students can choose correctly after instruction.
3. Belief that some students cannot choose books wisely and need guidance.

The following quotations will illustrate the first position (total acceptance without question that all children can, will, and do select books at their reading level):

Veatch (1957)

> In short, individualized reading exponents believe that from such a supply of material children can choose their reading diet far more wisely than the most skilled and knowledgeable teacher can choose for them. (p. 161)

Darrow and Howes (1960)

> Self-selection, when the child has the responsibility for choosing what to read, is one way to solve the problem of the right book for the individual. Children get books which are ideal for them--books they can read with interest and satisfaction. (p. 44)

Smith and Dechant (1961)

> Self-selection is proposed for preventing undue haste. It is suggested that the child will show his readiness for reading through spontaneous manifestations of readiness activities.... Children are encouraged to explore materials and make their own selections. They read independently and proceed to new or more difficult materials at their own pace. (p. 107, 108)

Hunt (1970)

> However, when he has chosen the material to read because of personal interest, he can break many of the barriers. Strong interest can frequently cause the reader to transcend not only his independent but also his so-called instructional level. Such is the power of self-motivation. (p. 148)

Smith and Becher (1960)

> With sufficient books to choose from, each child made his own selection and began to read. (p. 84)

Jenkins (1957)

> He chose the book, he therefore wants to read it, and he does. (p. 85)

The following quotations will highlight the second position (all students can choose correctly after instruction):

Witty (1949)

> Many classrooms have an inviting book corner in which children can select books freely. Under such circumstances, children will often choose wisely.... Most children will need guidance in using their freedom effectively, but they should be encouraged to become independent in choosing and evaluating books. (p. 132)

Barbe and Abbott (1975)

> Initially it may be necessary for the teacher to provide some guidance in assisting students in making the right selection, but once the pupil becomes accustomed to the procedure, little, if any, such help is necessary. (p. 54)

The following quotations will underscore the third position (some students cannot choose books wisely and need guidance):

Smith (1963)

> They also frequently choose books that are too difficult for them and so need special guidance. (p. 411)

Austin and Morrison (1963)

> However, on the basis of observations and informal talks with child children relative to the books they were reading, it appeared that children had often selected material which was more appropriate for their recreational reading level than for their instructional level.

> In fewer instances children were believed to be reading books too difficult for them. (p. 90)

All of these comments are apparently based on subjective observation. None of them quoted research. Therefore, some authorities feel research of student's ability for self-selection is necessary.

Wallen and Travers (1963)

> Inasmuch as this technique (i.e. seeking, self-selection, and pacing) assumes that the student will adequately assess his readiness--assumptions which many psychologists would not be willing to grant--further research is imperative. (p. 499)

West (1964)

> Measured in terms of their ability to choose books of appropriate difficulty and purpose, how effective are children of various ages, grades, and reading levels in the process of the self-selection of their reading materials? (p. 145)

Sipay (1964)

> The opponents of individualized reading question whether children have the insight to comprehend their needs and suggest that despite the old adage, many books are still judged by their cover or some other eye-approaching factor such as illustrations or size. This is a moot point, however, because there is little, if any, research evidence to substantiate either point of view. (p. 87)

What does research report concerning self-selection? A thorough investigation of the literature located only two researchers of self-selection. These will be discussed in the next section.

Research on Self-Selection

Breen (1968) investigated the appropriateness of books chosen for an individualized reading program in Oregon in 1967. The students were heterogenously grouped in two classrooms, a second grade (N = 25) and a fifth grade (N = 25). Breen prepared an individualized reading inventory test for each of the two books selected by the students. In his conclusions, he wrote:

> It was generally concluded that over 50 percent of the students in an individualized reading program do not select, for instructional purposes, materials at an appropriate level of difficulty.... Those readers who are below grade level in reading ability are particularly handicapped because they tended to continually select books at the frustration level. (pp. 75, 76)

Ferguson (1978) studied the appropriateness of books chosen for free reading in Arkansas in 1976. The students were heterogenously grouped in a self-contained class of sixth grade students (N = 30). Ferguson prepared cloze tests for each of the three books selected by each student. Her conclusions were:

> There was a highly significant difference between high and low achievers in the difficulty level of the trade books selected. The high achievers consistently selected trade books at the independent level while the low achievers fluctuated between frustration and instructional level. (pp. 57, 58)

Both of these researchers concluded that low achieving students tended to choose books at their frustration levels. But neither study focused on the low achieving student. Further, both of these investigations involved elementary students. There were apparently no studies of the levels of book choices of junior high students. Consequently, there needs to be research at the secondary level. More mature students might be better able to judge their book choices than elementary students. In fact, even poor readers at the secondary level might be able to select books they could read. Therefore, at this time, there is a need for investigating the self-selection book choices of low achieving students especially at the junior high level.

Cloze Procedure

The cloze procedure, a passage completion technique, has been used to determine the levels of book choices. The cloze-like test was originated

by Ebbinghaus, a noted German mathematician, in 1897. Buros (1978) reports this historical testing procedure has been used to measure reading comprehension, intelligence, achievement, association, imagination, language ability, and numerous other faculties.

According to Buros, Terman used the Ebbinghaus completion test in a 1906 test titled "Genius and Stupidity: A Study of Some of the Intellectual Processes of Seven 'Bright' and Seven 'Stupid' Boys" (p. 1164). Otis used a 25 percent deletion rate in his Otis Group Intelligence Test of 1918. Terman, Thorndike, Haggerty, Whipple, and Yerkes in 1920 devised the National Intelligence Tests which used 20 mutilated sentences (p. 1164).

Buros also describes Measure Your Mind: The Mentimeter and How to Use It written by Trabue and Stockbridge in 1920 (p. 1164). One of the subtests consisted of 20 sentences with one to seven words per sentence deleted. The sentences were graduated in difficulty from second grade through college. The authors suggested it was an intelligence test. However, one of the authors, M. R. Trabue, had published a similar test only five years prior and described it as a test of language scales for educational purposes. There were even multiple choice forms of the Ebbinghaus completion test. One, used in 1922 by the British Civil Service for selecting women clerks, described the multiple choice form as "fool proof."

Before Wilson Taylor wrote about the cloze procedure in 1953, there had been 27 other uses of the Ebbinghaus completion test. But it is Taylor who is considered the originator. Taylor's research established its name as cloze and the general guidelines for administering the cloze test.

Taylor (1953) derived the name from the term, "closure" used in Gestalt psychology to describe the human tendency to "see" a broken circle as a whole one, for example, by mentally closing the gaps. Taylor then applied the gestalt principle to language. An example is: "Chickens cackle and _____ quack." Almost anyone can supply the word "ducks," but that sample is deceptively simple. To replace correctly the deleted word, one must know the meaning of the other words in the sentence and what the combination of the words mean. It is obvious that both semantic and syntactic knowledge are tapped.

Taylor explains the mechanism of the cloze procedure as dealing with parallel sets of meaning-pattern relationships. The cloze procedure measures the likeness between the pattern the writer used and the pattern the reader is anticipating while reading. But the cloze test is not a typical sentence completion test used for gauging knowledge of bits of information. The words deleted from such a test have been carefully selected and evaluated while the words deleted from Taylor's cloze test are mechanically picked in a set random fashion. Therefore, Taylor's blanks are contextually interrelated.

According to Taylor, the cloze test does not deal with the specific meanings of words. Instead, it repeatedly samples the extent of likeness between the language patterns used by the author and the guesses which represent what the reader thinks the writer meant. So rather than testing the meanings of words, it tests the degree of success of communication.

Taylor defined the cloze unit as:

> Any single occurrence of a successful attempt to reproduce accurately a part deleted from a 'message' (any language product) by deciding, from the context that remains, what the missing part should be. (p. 416)

Then Taylor defined the cloze procedure as:

> A method of intercepting a message from a 'transmitter' (writer or speaker), mutilating its language patterns by deleting parts, and so administering it to 'receivers' (readers or listeners) that their attempts to make the patterns whole again potentially yield a considerable number of cloze units. (p. 416)

In Taylor's first experiment, he compared the rankings of three passages using two formulas and the cloze procedure. He applied the Flesch and Dale-Chall formulas to the same passages he used to make the cloze test. Adults took the cloze tests. Group scores were used to rank the passages. The cloze test and the formulas ranked all three passages in the same order.

The success of that experiment led to the next one which used eight passages, the original three plus five more. Two of the five extended the range of readability for the tests. The other three were literary works included to emphasize the insensitivity of the formulas to syntax, idioms, and short, but difficult words. That is, the formulas assessed Gertrude Stein's passage from Geography and Plays as easy. Lines such as "So the main is seen and the green is green" (Taylor, 1953, p. 425) with short sentences and easy words had tripped up the formula, whereas the cloze test had correctly evaluated it as difficult. Taylor decided that his cloze test assessed the "true" readability of artistic passages more adequately than the formulas did. The other five passages, more typical of general reading, were ranked by the cloze and the formulas in the same order of difficulty. Taylor concluded that the

cloze test was equal to and even better than the formulas for ranking readability because while ranking average passages in the same order as the formulas, the cloze determined a more realistic ranking of creative works.

Taylor concluded:

> The practical advantages of a procedure that is simple and straightforward, that does not involve 'experts' or difficult administrative judgments are obvious....
>
> Potentially important, it seems is the fact that a cloze score appears to be a measure of the aggregate influences of all factors which interact to affect the degree of correspondence between the language patterns of transmitter and receiver. As such, its potential usefulness is by no means confined either to readability or to the reading abilities of individuals. (p. 432)

By 1956, Taylor's research had established factors that have remained stable for most cloze tests since:

1. Scoring using exact word replacements is the most valid system and certainly easier than the subjective judgements of synonyms.
2. Every fifth word deletion system places blanks for replacements as far apart as need be and yet sufficiently close to make the test most efficient.
3. A series of about 50 blanks is roughly sufficient to cancel out the mechanical selections of easy or hard words to produce a stable score. (Taylor, 1956)

But until Bormuth's research in 1967 and 1968, cloze test scores were used mainly to rank one passage with another or one student's reading ability with another. There was no framework for referencing a single cloze test's results. Bormuth established criterion referenced scores for interpreting cloze test scores in relation to traditional multiple-choice comprehension test scores (Rankin, 1971). In Bormuth's

(1967) landmark research, students took a cloze test and three days later, a multiple-choice comprehension test over the same passages. Using statistical means, he concluded a score of 38 percent on a cloze test was equivalent to a score of 75 percent on a comprehension test based on that passage. A score of 50 percent on a cloze test corresponded with a score of 90 percent on a comprehension test. Since then, many researchers have correlated cloze test scores with another test as Table 1 shows.

The amassed research on the cloze procedure Taylor (1953), Bormuth (1963, 1967), Gallant (1965), Rankin (1965), and Smith and Zinck (1977) indicates it to be a valid and reliable instrument. Therefore, the cloze test was used in this study.

Summary

Although self-selection is the key to an individualized reading program, teachers have had various responses to Olson's (1959) recommendation to allow students to make their own selections. Some teachers have trusted their students' choices completely. Others have trusted their students' choices after first instructing them how to make wise selections of books. And there are teachers who feel some students always need help in making appropriate book selections. These responses to self-selection have been mainly opinion with little or no research for support.

Two research investigations were reported. Breen and Ferguson studied the self-selection book choices of elementary students. Neither study focused on the low achieving student, but both researchers concluded that low achieving students tended to make poor choices of

books. Therefore, at this time, there is an apparent need for a study of the low achieving student, especially at the secondary level.

The cloze procedure has been in use for almost 100 years. Devised by Ebbinghaus in 1897, it was known as the Ebbinghaus completion test and used by many prominent early researchers. In 1953, Wilson Taylor named it the cloze procedure and his research established guidelines for preparation and scoring. In 1967, John Bormuth's research provided a framework for referencing a single test. He concluded a cloze score could establish the reading level of the student taking the test on that passage. Since then, the amassed research on the cloze procedure has established its validity and reliability as a testing instrument. Therefore, the cloze test was chosen as the best instrument to use for this research.

Chapter 3 will give a detailed description of the cloze tests used, the students who took them, and the procedures employed. Chapter 4 provides a detailed analysis of the data with a discussion of the implications. Chapter 5 gives a summary of this study, a discussion of the results, and recommendations based on them.

Chapter 3

HYPOTHESES AND PROCEDURES

The purpose of this study was to determine the appropriateness of the recreational reading choices of Title I junior high students as compared with the choices of Honor Roll students from the same school. To maintain the clarity of this purpose, two hypotheses will be restated.

Hypothesis #1:

At least two-thirds of the Title I students will choose books at their frustration level.

Hypothesis #2:

At least two-thirds of the Honor Roll students will not choose books at their frustration level.

Procedures

Subjects

The subjects selected were chosen to represent low and high achieving students. Therefore, the subjects for this study consisted of two groups of students (Title I and Honor Roll) drawn from Helena Junior High School in Helena, Montana. The 48 Title I students from seventh, eighth, and ninth grades all met one major academic criterion; their reading norm scores as determined by Form A or B of the Nelson Reading Test (Nelson, 1962) were one and one-half grades below their grade level. About 95 percent of the students were Caucasian and the other 5 percent were mostly

American Indian. Students had their choice of going to Social Studies or the Lab. If they chose Lab, they attended one hour a day, five days a week.

The Honor Roll students had a grade point average of at least 3.25 (A = 4) at mid-semester (January 19, 1981). Computer generated random numbers were matched to student identification numbers to select students stratified by grade and sex to match Title I students. Table 2 shows the distribution of both subject groups by grade and sex.

All students had access to the Helena Junior High Library, a modern facility with over 13,000 books and staffed by paid librarians. All students were willing to participate. The administration was supportive of the study.

Instrumentation

The cloze procedure is a technique implemented by systematically deleting words from a prose passage. The responses, given in the place of the deleted words, are evaluated. The cloze procedure requires the construction of a test. For an example, see Appendix A.

For the purposes of this study, a cloze test was constructed from a randomly chosen page from each library book selected using Taylor's (1953) guidelines:

1. The every fifth word deletion system was implemented.
2. The passage length was at least 250 words.
3. The first sentence of a paragraph was left intact.
4. Beginning with the second sentence, every fifth word thereafter was deleted until a total of 50 deletions were made.

Table 2

Distribution of Subjects by Grade and Sex

Grade	Female	Male	Total
7	1	15	16
8	7	13	20
9	3	9	12
Total	11	37	48

5. Each deletion was replaced with an underlined blank.
6. The sentence in which the fiftieth deletion occurred was completed.
7. One more sentence was left intact.
8. No proper nouns or numbers were deleted. (Taylor, 1972)
9. A word was defined as a group of letters or numbers with a space on either side (which meant numbers, contractions, and hyphenated words were each counted as one word).
10. Exact replacements of the word deleted were counted as correct with minor misspellings accepted.
11. The number of correct responses were multiplied by two in order to determine the cloze percent score.
12. A score of less than 37 percent determined that a student had chosen a book at frustration level. This correlated with Ferguson's (1978) study and is within the range of scores researchers have established to correlate with 75 percent comprehension as Table 1 shows.
13. A score of more than 37 percent determined that a student had chosen a book at non-frustration level. This combines the usual two higher comprehension categories of independent and instructional into one as is used to establish a dichotomy between books students can and cannot comprehend.

Collection of Data

The Title I students selected their books before Christmas, 1980, and the Honor Roll students made their selections in February and March of 1981.

1. Each student selected one book from the Helena Junior High Library. For detailed instructions to students, see Appendix B.
2. The researcher constructed a cloze test for each selected book.
3. The cloze tests were administered to the students with each student receiving the cloze test for the book selected. For detailed instructions to students, see Appendix B.
4. The researcher scored the tests to determine the ability of the student to read the book. Scores lower than 37 percent indicated the student had chosen a book at frustration level. A score of higher than 37 percent indicated a choice of a book at non-frustration level.

Analysis of Data

A test for the significance of a proportion (Bruning & Kintz, 1977) was used to analyze the data. The logically dichotomous variables, frustration or non-frustration reading levels, allowed the statistical determination of significance using the formula:

$$z = \frac{p - P}{\sqrt{\frac{P\,(1 - P)}{N}}}$$

To test Hypothesis 1, P was set at two-thirds with p the proportion of students choosing books at their frustration level. To test Hypothesis 2, p was the proportion of Honor Roll students not choosing books at their frustration level. In order for the difference to be considered

significant (the .05 level), using a one-tailed test, the z would need to be at least $\pm$ 1.645.

Summary

This chapter has given a detailed description of the students, the cloze tests, and the procedures used. Chapter 4 will provide the results of this testing with an analysis of an implications for the findings. Chapter 5 gives a summary of this study, a discussion of the findings, and a set of recommendations based on the results.

Chapter 4

RESULTS AND DISCUSSION

The purpose of this study was to determine the appropriateness of the recreational reading choices of Title I junior high students as compared with the choices of Honor Roll students from the same school. To clarify this purpose, two hypotheses were stated. Results will be presented in terms of each hypothesis.

Results

Hypothesis #1: At least two-thirds of the Title I students will choose books at their frustration level.

In order to test this hypothesis, Title I students (N = 48) chose books from the school library. Before they could read their respective books, they took a cloze test based on a passage randomly selected from the book chosen. These cloze test data providing grade level, sex, and book choice are given in Appendix C. An analysis of these test data shows that 79 percent of Title I students chose books at their frustration level. A calculated z score greater than $\pm$ 1.645 for the difference between the realized 79 percent and the predicted score of 67 percent was significant for a one-tailed test at the .05 level.

$$z = \frac{p - P}{\sqrt{\frac{P(1-P)}{N}}}$$

$$z = \frac{.79 - .67}{\sqrt{\frac{.67\ (\ 1\ -\ .67)}{48}}}$$

$$z = 1.74$$

Since the percent found was significantly larger than that predicted, the first hypothesis was not rejected.

Hypothesis #2: At least two-thirds of the Honor Roll students will not choose books at their frustration level.

In order to test this hypothesis, students (N = 48) matched to Title I students by grade level and sex were randomly chosen from the mid-semester honor roll list. These Honor Roll students also chose a book from the library. Before they could read the book, they took a cloze test using a randomly selected passage from their book. These cloze test data giving grade, sex, and book choice are given in Appendix C. An analysis of these test data shows that 88 percent of Honor Roll students did not choose books at their frustration level. A calculated z score greater than $\pm$ 1,645 for the difference between the realized 88 percent and the predicted score of 67 percent was significant for a one-tailed test at the .05 level.

$$z = \frac{.88 - .67}{\sqrt{\frac{.67\ (\ 1\ -\ .67)}{48}}}$$

$$z = 3.05$$

Since the percent found was significantly greater than that predicted, the second hypothesis was not rejected.

Figure 1 is a more detailed graphic presentation of the underlying data distribution of the Cloze Test scores. Each test score is marked by either an "I" for Title I students or "H" for Honor Roll students. The line at 37 percent marks the division between frustration and non-frustration levels. This figure further emphasizes the disparity between the reading levels of the books chosen by Title I and Honor Roll students.

Figure 2 presents the curves of the estimated proportion of students scoring at each readability level. The Title I curve peaks at the mean score of 27.75 percent which is less than the 37 percent cutoff for the frustration level. The Honor Roll curve peaks at the mean score of 49 percent which is much higher than the frustration level cutoff point. This figure points up the differences in distributions of the cloze test scores made by the two groups of students.

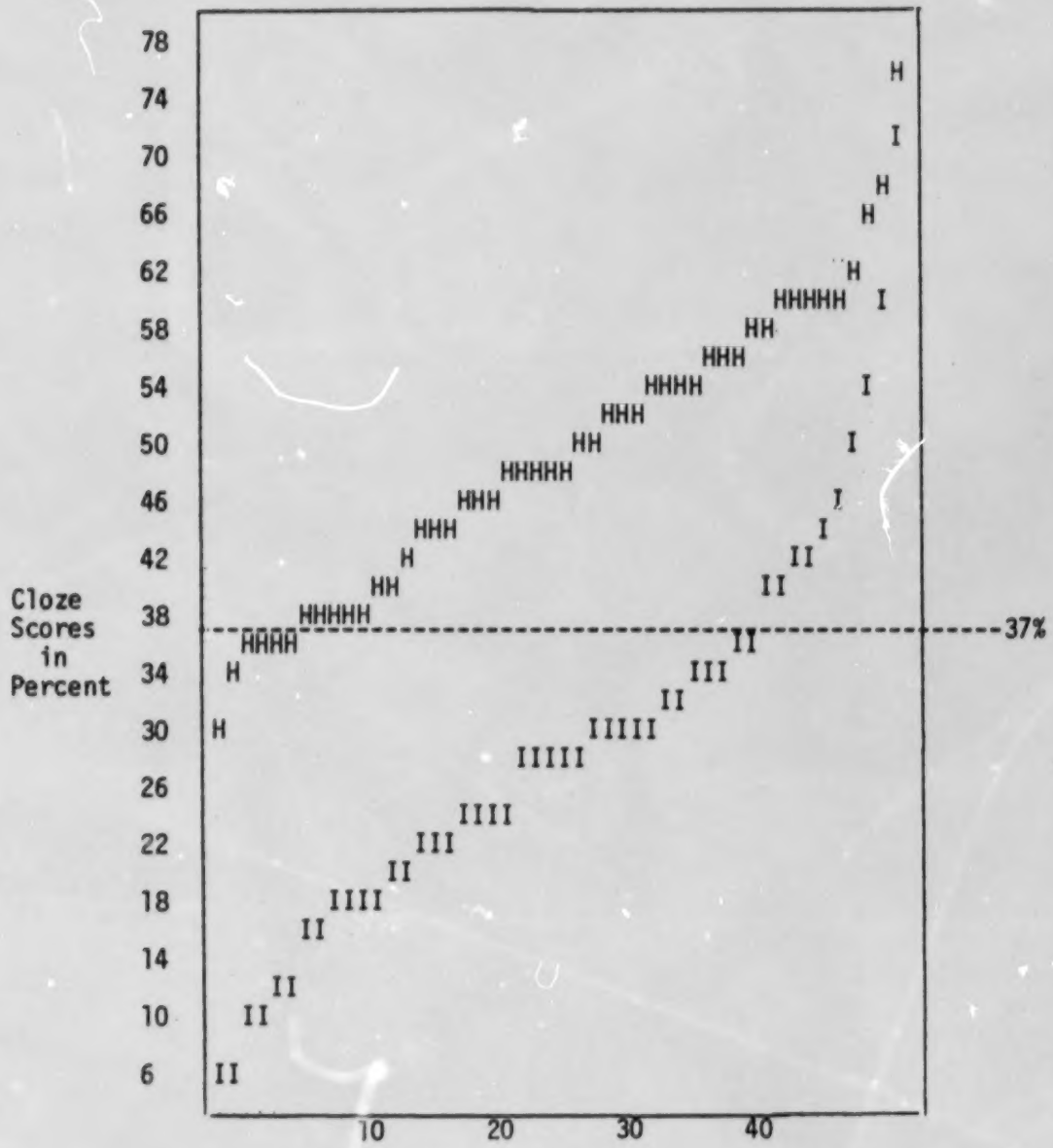
Discussion

The literature reviewed in Chapter 2 indicated that an investigation of the self-selection book choices of low achieving students at the junior high level was warranted. The results of this research at Helena Junior High were clearcut. Low achieving students tended to choose books at their frustration level. The Title I students apparently grabbed books off the shelves with little consideration of their ability to read them. They apparently looked at the covers, titles, or illustrations, but failed to sample the contents and ask the basic question "Can I read this book?" The cloze tests indicated that the Title I students tended to choose books which were too difficult for them to read.

Figure 1

Plot of Cloze Test Results for Title I and Honor Roll

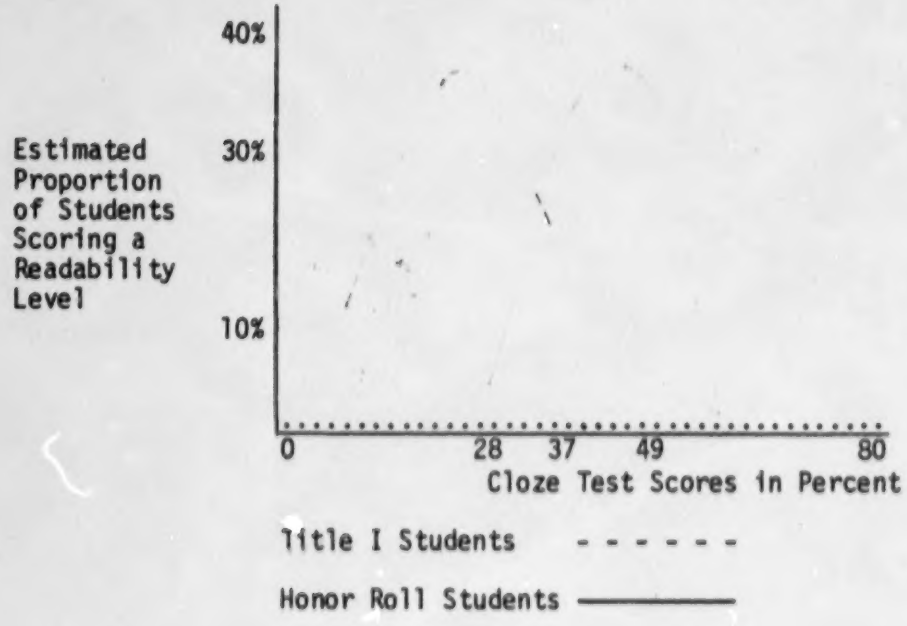
Students Ranked by Performance



I = Title I Students
H = Honor Roll Students

Figure 2

Curves of Estimated Proportion of Students' Cloze Test Scores



Probably, when they did try to read, they could not understand the book so they put it down. In these instances, reading skills were not developed; negative attitudes toward reading were.

However, the high achieving Honor Roll students tended to not choose books at their frustration levels. The contrast is clear. Honor Roll students chose books they could read. Probably their reading skills were enhanced by reading such books. Thus, skilled readers became more skilled.

Summary

The results of this investigation have been presented by tables and figures with an explanation of each. The data clearly suggests that low achieving Title I students chose library books at their frustration level whereas high achieving Honor Roll students did not. Chapter 5 presents a formal summary of this study with the attendant conclusions drawn and recommendations which accrue from the results.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Self-selection is one way of allowing students to enjoy books interesting to them. But teachers' subjective judgments about students' ability in self-selection of books are varied. Some teachers feel students can, or can learn to, choose books appropriate to their reading ability. Other teachers feel some students always need guidance in their choice of books.

Summary and Conclusions

There has been little data-based research on children's self-selection of books. No research seems to have been reported on levels of book selection by secondary students and, apparently, only two studies have investigated elementary students' selection of books. Both of these studies involved heterogeneously grouped students but indicated low achieving students tend to choose books frustrating to them. Neither investigation focused on low achieving students' selection of books. Further research into the self-selection book choices of low achieving students at the junior high level seemed to be warranted.

Therefore, this research was an investigation of the self-selection book choices of low achieving junior high students compared with the choices of high achieving students. To accomplish this objective, Title I (low achieving) and Honor Roll (high achieving) students chose books

from the library. Before reading the book, each student took a cloze test based upon the book chosen.

The results of this study warrant two conclusions: 1) low achieving Title I students tend to choose books at their frustration level and 2) high achieving Honor Roll students tend to not choose books at their frustration level.

Recommendations

Three recommendations emerge from the results of this study. Two involve further research on self-selection: self-selection book choices of senior high school students and student ability to learn self-selection of books. The third is a caution to reading teachers.

The self-selection book choices of senior high school students seem to be unknown. Breen (1968) and Ferguson (1978) investigated the self-selection book choices of elementary students. The present study focused on students in junior high school. Apparently, there are no studies of senior high students' self-selection book choices. Perhaps through their added years of school, they may have learned how to choose books appropriately, perhaps not. Research on the self-selection book choices of senior high school students is needed to make a valid determination.

A second suggestion for further research is to investigate student ability to choose books appropriate for their reading skills when instructed in the process. Breen (1968) wrote:

> Based upon the results of this investigation, it may be concluded that, contrary to the above assumption (i.e. students can learn to choose books wisely), large numbers of children in individualized

> reading programs do not learn to make book selections at an appropriate level of difficulyt merely through experience and practice. (p. 77)

In order to learn to choose books, students need to learn to assess their own reading abilities. They need to be aware of their independent, instructional, and frustration reading levels and to use this knowledge in choosing books. However, the ability for students to learn to make appropriate book choices (especially when instruction is provided) is underinvestigated. Apparently, no one knows if student book choices improve as a result of teaching. Therefore, an investigation of student ability to learn to choose books appropriate to their reading ability is recommended.

The third recommendation is that professionals in reading education reassess the contention that all students can, will, and do select books at their reading level. Maybe many or most students are. The word all, however, embraces the low achieving students who, according to this study, will probably need guidance in the self-selection of books. Professionals in reading education need to be aware that some low-achieving students need guidance in the self-selection of books appropriate to their reading ability.

BIBLIOGRAPHY

BIBLIOGRAPHY

Alexander, H. W. An investigation of the cloze procedure as a measuring device designed to identify the independent, instructional and frustration reading levels of pupils in the intermediate grades (Doctoral dissertation, University of Illinois, 1968). Dissertation Abstracts, 1968, 29, 4314-4315-A. (University Microfilms No. 69-10,625)

Austin, M. C., & Morrison, C. The first R: The Harvard report on reading in elementary schools. New York: MacMillan, 1963.

Barbe, W. F., & Abbott, J. L. Personalized reading instruction: New techniques that increase reading skill and comprehension. West Nyack, N.Y.: Parker Publishing, 1975.

Betts, E. A. Foundations of reading instruction. New York: American Book, 1946.

Bormuth, J. R. Cloze as a measure of readability. In J. A. Figurel (Ed.), Reading as an intellectual activity: International Reading Association Conference Proceedings (Vol. 8). New York: Scholastic, 1963.

Bormuth, J. R. Comparable cloze and multiple choice comprehension test scores. Journal of Reading, 1967, 10, 291-299.

Bormuth, J. R. Cloze test readability: Criterion reference scores. Journal of Educational Measurement, 1968, 5, 189-196.

Breen, L. G. An investigation of the self-selection practices of second and fifth grade children in individualized reading programs (Doctoral dissertation, University of Oregon, 1967). Dissertation Abstracts, 1968, 28, 3355-3356-A. (University Microfilms No. 68-3972)

Bruning, J. L., & Kintz, B. L. Computational handbook of statistics (2nd ed.). Glenview, Illinois: Scott, Foresman, 1977.

Buros, O. K. (Ed.). The eighth mental measurements yearbook (Vol. 1). Highland Park, N. J.: Gryphon Press, 1978.

Darrow, H. F., & Howes, V. M. Approaches to individualized reading. New York: Appleton-Century-Crofts, 1960.

Ferguson, A. M. Children's self-selection of trade books: Measured by the cloze procedures (Doctoral dissertation, University of Arkansas, 1977). Dissertation Abstracts International, 1978, 38, 2543-A. (University Microfilms No. 77-23,378)

Gallant, R. M. An investigation of the use of cloze tests as a measure of readability of materials for the primary grades (Doctoral dissertation, Indiana University, 1964). Dissertation Abstracts, 1965, 25, 6431-6432. (University Microfilms No. 65-2370)

Hunt, L. C. Jr. The effect of self-selection, interest, and motivation upon independent, instructional, and frustrational levels. The Reading Teacher, 1970, 24, 146-151; 158.

Jenkins, M. Self-selection in reading. The Reading Teacher, 1957, 11, 84-90.

Jones, M. B., & Pikulski, J. J. Cloze for the content area teacher. Reading World, 1979, 18, 253-258.

Nelson, M. J. Nelson Reading Test (Rev. ed.). Boston: Houghton Mifflin, 1962.

Nolan, M. C. An investigation of the cloze procedure as a means to facilitate grouping for reading instruction (Doctoral dissertation, Temple University, 1978). Dissertation Abstracts International, 1978, 39, 2153-A. (University Microfilms No. 7817397)

O'Brien, D. An investigation of relationships existing between cloze form measures of reading comprehension and reading behaviors determine by the reading inventory technique and standardized reading tests (Doctoral dissertation, State University of New York, 1973). Dissertation Abstracts International, 1973, 35, 324-325-A. (University Microfilms No. 74-8379)

Olson, W. C. Seeking, self-selection and pacing. In J. Veatch (Ed.), Individualizing your reading program. New York: G. P. Putnam, 1959.

Rankin, E. F. The cloze procedure--a survey of research. In E. L. Thurston & L. E. Hafner (Eds.), The philosophical and sociological bases of reading: Fourteenth Yearbook of the National Reading Conference. Milwaukee: National Reading Conference, 1965.

Rankin, E. F. Grade level interpretation of cloze readability scores. In F. G. Greene (Ed.), Reading: The right to participate: Twentieth Yearbook of the National Reading Conference. Milwaukee: National Reading Conference, 1971.

Rankin, E. F., & Culhane, J. W. Comparable cloze and multiple-choice comprehension test scores. Journal of Reading, 1969, 13, 193-198.

Sipay, E. R. Individualized reading: Theory and practice. In C. Morrison (Ed.), Children can learn to read-but how? Providence, R.I.: Oxford Press, 1964.

Smith, O. P., & Dechant, E. V. Psychology in teaching reading. Englewood Cliffs, N.J.: Prentice-Hall, 1961.

Smith, L., & Becher, J. Self-selection with intermediate children. The Reading Teacher, 1960, 14, 83-88.

Smith, N., & Zinck, A. A cloze-based investigation of reading comprehension as a composite of subskills. Journal of Reading Behavior, 1977, 9, 395-398.

Smith, N. B. Reading instruction for today's children. Englewood Cliffs, N. J.: Prentice-Hall, 1963.

Taylor, W. L. Cloze procedure: A new tool for measuring readability. Journalism Quarterly, 1953, 30, 415-433.

Taylor, W. L. Recent developments in the use of cloze procedure. Journalism Quarterly, 1956, 33, 43-48; 99.

Taylor, W. L. Relative influences of preceding, following, and surrounding contexts on cloze performance. In F. P. Greene (Ed.), Investigations relating to mature reading: Twenty-first Yearbook of the National Reading Conference. Milwaukee: National Reading Conference, 1972.

Thompson, M. Why not try self-selection? Elementary English, 1956, 33, 486-490.

Veatch, J. Children's interests and individual reading. The Reading Teacher, 1957, 10, 160-165.

Veatch, J. Individualized reading: The revolution that had to happen. Reading World, 1963, 2, 34-38.

Wallen, N. E., & Travers, R. M. W. Analysis and investigation of teaching methods. In N. L. Gage (Ed.), Handbook of research on teaching. Chicago: Rand McNally, 1963.

West, R. Individualized reading instruction. Port Washington, N. Y.: Kennikat Press, 1964.

Wiechelman, D. S. A comparison of cloze procedure scores and informal reading inventory results for estimating functional reading levels for students at eighth grade level (Doctoral dissertation, University of Northern Colorado, 1971). Dissertation Abstracts International, 1972, 32, 3583-3584-A. (University Microfilms No. 72-3317)

Witty, P. Reading in modern education. Boston: Heath, 1949.

APPENDICES

APPENDIX A

Sample of Cloze Test

RON SCEVERS: STREET ROD: HENRY GREGOR FELSEN: PAGE 100

Slowly, almost quietly, Ricky led the reconnaissance through downtown Des Moines. The heart of the 1)_____ district was confined to 2)_____ area about four blocks 3)_____, and although the stores 4)_____ closed, it was here 5)_____ would find other rods 6)_____ choose.

They were not 7)_____ first into town. Ricky's 8)_____ eyes picked out the 9)_____ and hunched outlines of 10)_____ rods parked along the 11)_____, or moving along them. 12)_____ he passed he looked 13)_____ their license plates. Most 14)_____ the rods were from 15)_____ of town.

As he 16)_____ past each parked car, 17)_____ those coming toward him, 18)_____ gave each one a 19)_____ going over, and received one 20)_____ return. It was almost 21)_____ though the boys with 22)_____ hot cars could sense one 23)_____ approaching. Ricky would get 24)_____ glimpse of a boy, 25)_____ much like himself, and 26)_____ into eyes that returned 27)_____ challenge of his stare. 28)_____ there would be a 29)_____ with the other driver, 30)_____ another guy.

At each 31)_____ there was a moment 32)_____ their eyes locked, and 33)_____ gave each other the 34)_____, bold stare, sizing each 35)_____ up, always as potential 36)_____, never as potential friends. 37)_____ that momentary exchange there 38)_____ a dare as well 39)_____ an appraisal, and then 40)_____ broke contact--for the 41)_____.

Retained was a quick 42)_____ of the other car, 43)_____ from that, some estimate 44)_____ the driver. What might 45)_____ under that other hood? 46)_____ much guts did the 47)_____ guy have? The boys 48)_____ engines were a mass 49)_____ chrome speed equipment proudly 50)_____ out with the hoods off. They were the elite.

RON SCEVERS: STREET ROD: HENRY GREGOR FELSEN: PAGE 100

Slowly, almost quietly, Ricky led the reconnaissance through downtown Des Moines. The heart of the 1) business district was confined to 2) an area about four blocks 3) square, and although the stores 4) were closed, it was here 5) they would find other rods 6) to choose.

They were not 7) the first into town. Ricky's 8) alert eyes picked out the 9) lowered and hunched outlines of 10) other rods parked along the 11) streets, or moving along them. 12) When he passed he looked 13) at their license plates. Most 14) of the rods were from 15) out of town.

As he 16) moved past each parked car, 17) or those coming toward him, 18) he gave each one a 19) quick going over, and received one 20) in return. It was almost 21) as though the boys with 22) the hot cars could sense one 23) another approaching. Ricky would get 24) a glimpse of a boy, 25) dressed much like himself, and 26) look into eyes that returned 27) the challenge of his stare. 28) Sometimes there would be a 29) girl with the other driver, 30) or another guy.

At each 31) passing there was a moment 32) when their eyes locked, and 33) they gave each other the 34) cold, bold stare, sizing each 35) other up, always as potential 36) antagonists never as potential friends. 37) in that momentary exchange there 38) was a dare as well 39) as an appraisal, and then 40) they broke contact--for the 41) moment.

Retained was a quick 42) estimate of the other car, 43) and from that, some estimate 44) of the driver. What might 45) be under that other hood? 46) How much guts did the 47) other guy have? The boys 48) whose engines were a mass 49) of chrome speed equipment proudly 50) came out with the hoods off. They were the elite.

APPENDIX B

Verbal Instructions to Students

Instructions to Students to Select a Book

The researcher said to the Title I students gathered in the library:

> I am doing some research and I need your help. I would like for you to do two things. First, select a book you would like to read. You do not have to read it. But it should be a book you might like to read. After you have made a choice, do not check it out but bring it to me. The second thing I want you to do will require more effort but you won't have to do it today. You will take a cloze test based on the book you choose. Here is a sample of a cloze test. Your task will be to fill in these blanks with words you think the author used and which I have deleted. You will need to do your very best on the test but the score will not count on your grade. It is a part of my research. So, carefully select a book you would like to read and bring it to me.

The researcher said to each group of five to ten Honor Roll students gathered in the Title I Lab.

> I am doing some research and I need your help. You have been randomly selected from the mid-term list of Honor Roll students to match the Title I students. I need you to do two things. First, select a book you think you would like to read. After you have made a choice, do not check it out but bring it to me. The second thing I want you to do will require more effort but you won't have to do it today. You will take a cloze test based on the book you have chosen. Here is a sample cloze test. Your task will be to fill in these blanks with words you think the author used and which I have deleted. You will need to do your very best on the test but the score will not count on your grade. It is a part of my research. So, select a book you would like to read. You may choose any book from the library or from this box of books which contains the books Title I students choose. If you choose a book that a Title I student has already chosen, the test is already made and you may take the cloze test as soon as I get it duplicated which could be tomorrow.

Instructions to Students for Taking the Cloze Test

The researcher or the other Title I teacher said to the students gathered in the Title I Lab:

> Here is the cloze test based on the book you chose. You will have the entire period or more if you need it. I have taken a random passage from the book you chose and substituted blanks for some words. But I did not delete any proper nouns or numbers. Your task will be to fill in the blanks with words you think the author

used. Although it may seem unfair to you, only exact replacements will be counted as correct. However, a correct word that you have misspelled will be counted as right. The best way to take this test is to read over the entire passage and supply the obvious words such as "a," "and," or "the." Then read it a second time and fill in the words that are obvious that time. By the third or fourth reading, you should have all the blanks filled in. I will appreciate your trying to put a word in each blank. When you have finished with the test, bring it to me and together, we will score it.

Instructions to Students After Taking the Cloze Test

The researcher or the other Title I teacher said to the student when the cloze test was finished:

Please read the passage aloud to help me score the test. If an answer appears to be correct but only misspelled, I may need you to honestly tell me what you have written.

APPENDIX C

Source Books for Cloze Passages with Data for Students

Source Books for Cloze Passages with Data for Title I Students

AUTHOR/BOOK	GRADE	SEX	STUDENT	SCORE
Adams, R. G. Watership Down	8	M	46	10
American Association of Vocation Education, Small Engines	7	M	32	22
Barker, W. Winter Sleeping Wildlife	8	M	31	24
Barron, J. The MIG Pilot	7	M	37	18
Bonham, F. Hey, Big Spender	8	F	29	24
Cleary, B. Henry and Ribsy	7	M	2	60
Cousins, M. We Were There at the Battle of the Alamo	8	M	20	30
Danziger, P. The Pistachio Prescription	8	F	4	50
Dixon, F. What Happened at Midnight?	7	M	40	18
Felson, G. Street Rod	9	M	14	34
Ferber, E. Show Boat	8	F	33	22
Fichter, G. Reptiles	7	M	10	40
Fine, R. The Teenage Chess Book	8	M	18	30
Fisher, L. E. Sweeney's Ghost	9	F	22	30
Flanagan, H. E. Basic Lacrosse Strategy	8	M	47	6
Fox, L. The O. J. Simpson Story	9	M	38	18
Gutman, B. Modern Baseball Superstars	8	M	1	72
Hill, R. O. J. Simpson	8	M	3	54
Kjelgaard, J. Hidden Trail	9	M	34	22
Kjelgaard, J. Hidden Trail	8	M	35	20
Kjelgaard, J. Hidden Trail	9	M	39	18
Leeming, J. The First Book of Chess	8	M	7	42
Leeming, J. The First Book of Chess	8	M	25	28
Morey, W. Home is the North	9	M	5	46
Morey, W. Kavik, The Wolf Dog	8	F	27	28
Neville, E. It's Like this Cat	7	F	15	34
O'Dell, S. The Black Pearl	7	M	20	30
O'Dell, S. The 290	7	M	36	20
Olsen, J. Night of the Grizzlies	9	M	26	28
Olsen, J. Night of the Grizzlies	7	M	44	12
Pollack, B. & Wagman, J. The Face on Rock and Roll	7	M	45	10
Rathjen, C. H. Race of the Hours	9	M	23	28
Remarque, E. M. All Quiet on the Western Front	9	F	43	12
Roberts, K. Northwest Passage	8	M	16	32
Sahadi, L. Ken Stabler and the Oakland Raiders	7	M	48	6
Seton, E. T. King of the Grizzlies	7	M	30	24
Sewell, A. Black Beauty	8	F	13	34
Swarthout, G. Bless the Beasts and the Children	7	M	42	16
Tolkien, J. R. R. The Return of the King	9	M	17	32
Trumbull, R. The Raft	7	M	9	40
Tunis, J. The Kid from Tomkinsville	7	M	24	28

AUTHOR/BOOK	GRADE	SEX	STUDENT	SCORE
Valentine, T. Inside Wrestling	8	M	28	24
Wilder, L. These Happy Golden Years	9	F	6	44
Williams, J. R. The Confederate Fiddle	9	M	41	16
Wolff, R. A Crack in the Sidewalk	8	F	11	36
Wolff, R. A Crack in the Sidewalk	8	F	12	36
Woodley, R. The Champ	7	M	8	42
Roberts, K. The Northwest Passage	8	M	19	30

Source Books for Cloze Passages with Data for Honor Roll Students

AUTHOR/BOOK	GRADE	SEX	STUDENT	SCORE
Adams, R. G. Watership Down	7	M	36	40
Adams, R. G. Watership Down	8	M	47	34
Adams, R. G. Watership Down	8	M	48	30
Barron, J. The MIG Pilot	8	M	28	48
Danziger, P. The Pistachio Prescription	8	F	1	76
Danziger, P. The Pistachio Prescription	9	F	20	52
Ferber, E. Show Boat	8	F	41	38
Fine, R. The Teenage Chess Book	8	M	2	68
Fine, R. The Teenage Chess Book	7	M	4	62
Fox, L. The O. J. Simpson Story	8	M	17	54
Hill, R. O. J. Simpson	8	M	3	66
Hill, R. O. J. Simpson	8	M	9	60
Hill, R. O. J. Simpson	7	M	10	58
Ipcar, D. The Warlock of Night	9	F	6	60
Ipcar, D. The Warlock of Night	7	M	24	48
Ipcar, D. The Warlock of Night	7	M	43	36
Kjelgaard, J. Hidden Trail	8	M	27	48
Kjelgaard, J. Hidden Trail	7	M	40	38
Leeming, J. The First Book of Chess	7	M	32	44
Neville, E. It's Like This Cat	8	F	15	54
Neville, E. It's Like This Cat	8	F	21	52
Neville, E. It's Like This Cat	9	M	33	44
Neville, E. It's Like This Cat	8	F	34	44
O'Dell, S. The Black Pearl	9	M	8	60
O'Dell, S. The Black Pearl	7	M	23	50
O'Dell, S. The 290	7	M	35	42
O'Dell, S. The 290	8	M	44	36
Olsen, J. Night of the Grizzlies	7	M	22	50
Rathjen, C. H. Race of the Hours	7	M	29	46
Remarque, E. M. All Quiet on the Western Front	8	F	12	56
Remarque, E. M. All Quiet on the Western Front	9	M	46	36
Roberts, K. Northwest Passage	9	M	14	56
Roberts, K. Northwest Passage	8	M	30	46
Roberts, K. Northwest Passage	9	M	31	46
Seton, E. T. King of the Grizzlies	9	M	26	48
Swarthout, G. Bless the Beasts and the Children	8	F	42	38
Tolkien, J. R. R. The Hobbit	7	M	5	60
Tolkien, J. R. R. The Hobbit	8	M	7	60
Tolkien, J. R. R. The Hobbit	8	M	13	56
Tolkien, J. R. R. The Hobbit	9	M	18	54
Tolkien, J. R. R. The Return of the King	7	M	39	38
Tolkien, J. R. R. The Return of the King	8	M	45	36
Trumbull, R. The Raft	9	M	19	52
Tunis, J. The Kid from Tomkinsville	9	M	16	54

AUTHOR/BOOK	GRADE	SEX	STUDENT	51 SCORE
Untermeyer. The Magic Circle	7	F	38	38
Valentine, T. Inside Wrestling	7	M	37	40
Williams, J. The Confederate Fiddle	7	M	25	48
Wolff, R. A Crack in the Sidewalk	9	F	11	58